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VOCATIONAL GUIDANCE SEMINAR.

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DESCRIPTORS- WORKSHOPS, *VOCATIONAL DEVELOPMENT, *OCCUPATIONAL GUIDANCE, *GUIDANCE PROGRAMS,

THE OBJECTIVE OF THE WORKSHOP DESCRIBED HERE WAS TO HELP COUNSELORS INCREASE THE VOCATIONAL MANEUVERABILITY OF STUDENTS. PARTICIPANTS IN THE WORKSHOP INCLUDED--(1) ONE COUNSELOR FROM EACH OF THE 13 PARTICIPATING HIGH SCHOOLS IN THE SOUTH BEND AREA, (2) ONE ELEMENTARY SCHOOL AND ONE JUNIOR HIGH SCHOOL COUNSELOR, AND (3) A SCHOOL EDUCATION COORDINATOR, AND A CLASSROOM TEACHER. THE WORKSHOP WAS RUN ON AN INTENSIVE DAILY SCHEDULE WHICH INVOLVED VARIOUS SESSIONS SUCH AS SEMINARS, PANEL DISCUSSIONS, AND BUSINESS AND INDUSTRY TOURS. THE REPORT CONTAINS SUGGESTIONS FOR FUTURE WORKSHOPS AND RECOMMENDATIONS FOR IMPLEMENTING A MEANINGFUL VOCATIONAL GUIDANCE PROGRAM. (RD)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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VOCATIONAL GUIDANCE SEMINAR

A Report of a Summer Project

in Preparing Counselors for Developing a Maximum Range

of Vocational Maneuverability in Students

June 26-July 15, 1967

sponsored by

THE SOUTH BEND COMMUNITY SCHOOL CORPORATION
South Bend, Indiana

directed by

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Mr. Eugene Glod - Coordinator of Adult & Vocational Education

funded by

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FORWARD

The following is a report of a Workshop in Vocational Guidance designed to help counselors increase the vocational maneuverability of students.

The workshop was sponsored by the South Bend Community School Corporation. It was funded through the Division of Vocational Education, Indiana State Department of Public Instruction.

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Eldon E. Ruff, Project Director

Eugene Glod, Project Coordinator

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I. INTRODUCTION

Rationale

The workshop program was developed around the principle that in a democratic society each person should have the opportunity to develop his own talent for his personal satisfaction as well as for the benefit of society.

If counselors believe in this principle, then it is imperative that they search for the positive elements and strengths of all youth and that they broaden their awareness of and respect for the dignity and worth of all useful occupations in which youth seek to fulfill their future.

In order to properly focus upon the essentials of career planning for youth, school counselors must continually re-orient themselves to the world around them and not become caught in the educational milieu surrounding them. Counselors must be aware of the fact that educational and vocational guidance is not a dicotomy. If a counselor hopes to help a young person prepare for the world of work, he must constantly be aware, particularly in today's advanced technological work force, that good vocational counseling is based on good academic counseling. He must also be aware that his primary task in vocational guidance is that of developing a maximum range of vocational maneuverability in the students he counsels.

School counselors have for many years given students occupational information, conducted career clinics in various forms, and provided students with vocational guidance. However, there are several factors which have hampered the efforts of well-meaning counselors. First, the pressures of our society today have demanded increasingly more and more attention be given to the college-bound student at earlier and earlier ages. Society has placed the highest premium on college attendance.

The second factor lowering vocational guidance in the counseling priorities is the fact that many counselors are academically oriented, and many have never had work experiences outside the educational field. Thus, some counselors tend to spend much of their time with those students who have clearly indicated a preference for the academic world.

A third factor in producing this vocational guidance void is the lack of initiative on the part of business and industry to provide counselors with adequate occupational information. In the past nearly three-fourths of the occupational information literature available has been about occupations covering about one-tenth of the jobs available, the majority of these being in the professional fields.

A fourth factor which has provided a void in proper vocational guidance has been the nature and the quality of vocational education being offered students. Vocational educators need to take a close look at the product they have to sell and decide whether or not it is something that will sell in a space age economy. If it is not, then the product must be changed so that it will sell. Vocational educators must go one step further: they must be their own super-salesmen. They must get out and sell their product to students,

administrators, and parents just as the scientists, mathematicians, and fine arts people have sold their products.

It was with this background that the workshop sessions, which are described on the following pages were developed.

Workshop Participants

The seminar was designed to prepare school counselors and other school personnel from the South Bend area to more adequately meet the vocational guidance needs of students. It was held for a duration of three weeks, June 26 to July 15, 1967, on an intensive 8:00 a.m. to 4:00 p.m. basis.

One counselor was selected from each of the thirteen participating high schools in the South Bend area. Although not assigned specifically to vocational students, these counselors will become guidance specialists in their respective schools. It will be their responsibility to keep up-to-date on changes in the job market, training and educational requirements for various entry jobs, and to keep alert to trends in the different vocational areas. They will be responsible for keeping the guidance, administrative, and teaching staffs in each building alert to and aware of the current vocational information. They will serve as the liaison between the schools and business and industry in regard to vocational guidance.

On a experimental basis, one elementary and one junior high school counselor was included to further the development of early vocational interest in children from the time they enter kindergarten until they leave the school setting. It will be the responsibility of these counselors to develop experimental vocational guidance programs within their respective schools and to take the leadership in working with other counselors at those levels in developing similar programs.

It was recognized that in order to be effective, vocational guidance must extend beyond the counselor's office. Therefore, in addition to the school counselors, participants included a school psychologist, a pupil personnel worker, a cooperative education coordinator and a classroom teacher.

Objectives

Specific Objectives are as follows:

1. To help counselors gain a better understanding of the way workers in various vocational settings perceive their work and the relationship of their work to their way of life.

2. To help counselors understand the rapid technological change taking place and the impact of this change on the work force.

3. To help counselors more fully understand the relationship between the school curriculum and vocational opportunities in the community.

4. To identify occupational trends which have significance for curricular change.

5. To establish and maintain open lines of communication between school counselors and the industrial and business community.

6. To acquaint counselors with occupational information materials, sources of materials, and the effective utilization of such materials.

7. To acquaint counselors with vocational resource persons and with effective ways of utilizing resource persons.

8. To help the business and industrial community recognize its role in preparing youth for the labor force.

9. The ultimate objective of the workshop is to prepare school counselors to relate their understandings of vocational offerings and vocational opportunities to students--thereby providing sound vocational counseling.

II. THE WORKSHOP

Daily Schedule

The three-week period was divided into two segments. The first week was conducted in cooperation with the graduate school at St. Mary's College and provided opportunity for earning two units of graduate credit. Basic background areas were considered during the first week. These areas were:

I. Career Development Theories
II. The Vocationally Oriented Student
III. The Role of Business and Industry and the Expectations of Education
IV. The Role of Vocational Education and the Expectations of Business and Industry
V. The Role of Vocational Guidance and the Expectations of Society

Each area was introduced by a nationally recognized authority in the field. This presentation was followed by a panel of interrogators and group discussion related to the topic of the day.

The remainder of the workshop followed a different schedule. The morning was spent in a discussion of the relationship between curriculum offerings in the schools and occupational opportunities in the community, current occupational trends, and entry requirements in the various vocational areas. Specialists from various curricular and vocational areas were brought in daily to

to present panels and lead discussion.

The afternoon sessions were devoted to planned observations in the six vocational areas covered by vocational education in Indiana. The seminar participants were divided into small groups to make tours under the leadership of the business and industry representatives who had comprised the morning panels. On-the-spot observations were made in the following areas: distributive occupations, business occupations, health occupations, home economics occupations, agriculture occupations, and trade and industrial occupations.

St. Mary's College Seminar

Dr. Marion Hosinski, SSM, Counselor Educator, St. Louis University, opened a week-long seminar with a review of various theories of vocational development. Within this frame of reference, Sister Marion focused her comments on the immediately employable high school youth and the role of the school counselor in this career development. It was suggested that school counselors think of themselves as helping the youngster "screen" the whole spectrum of occupational opportunities to help him arrive at a vocational area in which he is interested and capable. This would help avoid or reduce the number of trial jobs as well as expand the thinking of the youngster in his consideration of job possibilities.

Sister Marion emphasized several points for the consideration of the counselor: the influence of the environment; the recognition of fantasy and realistic choices; the importance of role playing in developing a realistic career choice: the relationship of career development and developing the self-identity; the fact that girls tend to be more realistic than boys; that the more intelligent are more realistic than the less intelligent; that vocational development is influenced by the value-system of the individual; and finally the consideration of involving parents in the process of occupational development.

The remainder of the morning was spent in discussions led by Dr. Hardin Collins, Dr. Ronald Ruble, and Dr. Marian Belka, all from St. Louis University. The topics considered were: The Physically and Mentally Limited, The Culturally Alienated, and the Potential Drop-Out.

Sister Marion completed the session with a demonstration of the group approach in discussing career development with high school youth. Six students from local schools participated in this demonstration of the dynamics of group guidance with the focus on jobs for young people.

The second day was highlighted by the presentation of Dr. Kenneth Hoyt of the University of Iowa. Dr. Hoyt, who at times seemed very idealistic, presented some impressive statistics that emphasized the need for increasing awareness of the "specialty oriented" student. For example, during the present decade there will be almost ten million high school drop-outs plus almost twelve million high school graduates who will be seeking employment or non-college training.

Dr. Hoyt described the "Specialty Oriented Student" (S.O.S.) as the person who wants specific courses that will give him specific skills and who will not be required to encounter courses that are necessary or specific to his

needs. Many students choose to drop out rather than attempt the required academic course that often only emphasized the fact that they are inferior in this area.

Dr. Hoyt challenged the high school to recognize the fact that the specialty oriented student exists and to be able to give him the kind of education that will meet his needs. While vocational training will be an important part of the high school of the future, there must be an increasing emphasis on "general education--basic, fundamental skills on which students can build occupational competencies in the future." The important role for the high school is to prepare the student for "change." It has been predicted that at least one-half of the jobs that will exist in 1980 do not now exist.

Post high school training can provide the specific job skill needed for the immediately employable. The community college, the technical schools, or the industrial on-the-job training programs can provide this service, It must be noted that many of these students are not interested in education for the sake of education but in the specific training that will allow them to enter the labor market.

Dr. Hoyt continued with areas of concern that included the development of a valid and reliable test that could predict expected achievement in various vocations; the development of small group guidance techniques that are more effective; the development of a more practical curriculum for the specialty oriented student; and the up-dating of counselor education to better prepare counselors to help the non-college bound student.

The afternoon presentation was made by Dr. Norman Gysbers of the University of Missouri, editor of the Vocational Guidance Quarterly. Dr. Gysbers pointed out that we have been discussing the same problems since 1908 when Frank Parsons developed the idea of vocational guidance. Most of the literature since that time has corroborated Dr. Gysbers' statement. Examples are: the lack of reliable vocational information given to students; the lack of material written on a level understood by students; too general information that becomes more so as the volume increases; and finally too much emphasis placed on the economic aspect of occupations and not enough on the psychological and sociological values.

Dr. Gysbers indicated a need for the greater use of media other than those now employed to disserminate information. He suggested a more prominent role of the classroom teacher, civic organizations, television and newspapers, games, movies, and the school counselor. This vicarious experience would then lead naturally to the actual work experience and facilitate the career development which would in turn enable "work" to be the vehicle utilized in the process of self-identification or self-actualization.

Dr. Gysbers concluded that the occupational information service must encompass the facts, the media, and the outcome.

The third day of the seminar was devoted to a tour of the Bendix Corporation of South Bend. The educational facilities, the presentations, the tour, and the general courtesies extended to the seminar participants were very impressive.

One counselor had never been in a factory before. Another, who had spent a great deal of time working in a factory, was not impressed. However, generally the group felt the dialogue between industrial personnel and educational personnel was most beneficial.

A rather negative atmosphere existed at the beginning, as the industrial personnel began to castigate educators for not being concerned with the non-college oriented student and for not being personally aware of the employment problems of industry. One Bendix personnel employee stated that "school counselors know very little about real work" and that "they should utilize their summers in work experience rather than further education." This provoked an interesting reaction--the first being a request for an application blank. The problem of employing counselors and teachers part-time was discussed in more detail.

The plant tour seemed to emphasize the machinery and the product more than the person who performed the work. All seminar participants felt it would have been more interesting to have concentrated on people at work--what they were doing, why they were hired, how they were selected, and how they were trained before and/or after employment.

Following lunch the seminar participants and several Bendix key personnel met in a conference room for discussion of the tour and the basic problems of vocational guidance in relation to school, students, counselors, parents, and industry. At the conclusion of the discussion there seemed to be a better understanding or perhaps a better realization of the problems between school personnel and industrial personnel. An attitude of progress was developed.

The fourth day of the seminar was devoted to exploring the "Occupational Needs of the South Bend Area and Implications." The speakers were three leaders from local business and industry. The first to speak was Floyd Hugus, personnel director for Robertson's Department Store. Mr. Hugus called the field of retailing the "forgotten area of careers". As an example, he cited the Careers Unlimited program which presented job opportunities to college seniors. From this group of 200 students only two considered retailing. Of these two, only one took a job in the field.

The second speaker was Frank Rosenbaum, director of training for Associates Investment Company. Mr. Rosenbaum's comments indicated his feeling that school counselors were doing a good job counseling the college-bound students, but they were not doing as well with those who were seeking jobs immediately after high school graduation.

The third speaker of the morning was John A. Toth, vice-president and general manager of the Torrington Company. Mr. Toth discussed the Indiana Vocational Technical College program. He felt the college would strive for a high level of training, which would make better citizens of its students. Mr. Toth also discussed salaries in industry.

Once again, the fourth day morning's speakers and resulting discussion illustrated the lack of and the need for communication between the school and another facet of society--the business world. The school has very seldom consulted with community businessleaders in an effort to determine how best to meet the needs of its hundreds of students soon to be entering the business world.

All three speakers from business and industry felt the schools were more concerned with the college-bound student. This attitude seems to pervade a large portion of the general public!

The problem seems to center around how to inform the student of the reality of vocational development. Young people have little opportunity to learn about the "world of work" in their own homes. This is not an indictment of parenthood but a fact of our civilization. Today few men engage in a type of work which as fathers they have the opportunity to show their children or to teach them how to do his job--in the sense of "following in Dad's footsteps." It is interesting to ask the child of today to tell you about his father's job and to see how little understanding of it he has.

How then do young people learn about work? It seems the school and the community have a joint responsibility. The communication begun in the workshop could be the first step.

Specific concerns presented by the morning speakers included: the shortage of particular types of workers such as tailors, bakers, and repairmen; the poor manners exhibited by many young people applying for jobs; the lack of basic communicative skills of applicants; and the indifferent attitude towards doing a good job.

The afternoon panel of speakers included Lowell A. Burkett, executive director of the American Vocational Association; Robert Hewlett, director of vocational education, Indiana State Department of Public Instruction; and Richard Wysong, vocational director, South Bend Community School Corporation. It was interesting to note that these speakers reiterated some of the same concerns discussed earlier but from different viewpoints.

Mr. Burkett noted: "Guidance counselors are theoretically pledged to aid all persons in finding a suitable job . . . to serve all who need help with an equal degree of enthusiasm and interest . . . but somewhere between the theory and the practice, the attention paid the college-bound youngster has left little time for another person of equal worth with a career problem of equal intensity--the student who will require vocational training."

It was noted by the panel that Congress, in the past, has affirmed the importance of vocational education. At the present time, Congress has said through its action that vocational training should be a tool in achieving the social and economic goals of the country. Total cooperation at the state level with the local school corporation in the promotion of vocational education is the goal. The role of the guidance counselor will be one of implementation.

On Friday, Dr. Joseph Samler, chairman of the Vocational Rehabilitation Board of the Veterans Administration, Washington, D. C., led the morning session with his presentation of "technological Change: Implications for Vocational Counseling." Dr. Samler stated that vocational counseling must be responsive to technological changes in our society and the economic impact that results. To be effective with a client, the counselor must be aware of technical growth in such areas as systems analysis, automation, social engineering, and biological engineering. The ramifications that are developing for the workers are rather negative. Dr. Samler noted further the difficulty of foretelling what limitations the technological changes will create in the fields of guidance and counseling.

Today, and more so every day, there is a premium on training for skills. The time when a "strong back" enabled one to work may soon not exist. The technician is emerging as one of the most sought-after commodities on the market; and the financial remuneration is competitive with many professional positions.

Society must face the possibility of what to do if we would have fewer jobs than capable people to perform them. We must also face the idea of a society where "some" can provide for all and where being unemployed may not carry the stigma we know today.

Dr. Buford Stefflre, counselor educator of Michigan State University and editor of The Personnel and Guidance Journal, acted as the concluding panelist using as the final topic "Expanding the Range of Vocational Choice." Dr. Stefflre supported many of the theories brought out earlier in the seminar while holding as the key thought the need for expanding the range of vocational choices.

He noted that the child does not make a choice and then find a job. Most jobs require training after hiring. The technique for expanding the vocational choice range includes vicarious experiences which lead into actual experiences. Thus, as early as junior high or even earlier in the middle elementary years there should be regular classes, exploratory classes, and special classes that will give students a chance to investigate several occupational types and become familiar with them. Their early family living should be built around four worlds: the natural world, the day-to-day current problems faced; the aesthetic world; the technological world; and the human world.

Dr. Stefflre felt the job of the guidance counselor should be one of leading the student to explore within himself to determine the basic values he (the student) felt important to his future. He felt the counselor should be a cog--a very important cog--in the wheel of fortune guiding students, but he did not feel the counselor's job called for him to treat students as so many puppets to be manipulated into position. He concluded with the thought that our goal should be to guidance students not just to make a living but to make a life.

Morning Sessions

During the remaining two weeks of the workshop the morning sessions consisted of a series of panels made up of local leaders from the various occupational areas followed by a discussion period. The facilities of Associates Corporate Services Company were made available for these sessions and contributed to a pleasant, productive environment. Not only did Associates provide excellent facilities, but they also provided the workshop participants with coffee each day and had their personnel staff available daily for questions and for any assistance which was needed.

The panel presentations and participant reactions are presented below in brief form for each day of the workshop.

Home Economics Occupations

Panel Members: Mr. John Varga, manager of Randall's Inn;
Mr. Floyd Hugus, personnel director of

Robertson's Department Store; Mr. Tony Wilkin, head of the tailoring department of Robertson's.

The hotel-motel industry offers a wide range of job categories for both male and female employees. There is opportunity for part-time and summer employment, on-the-job training, and correspondence study for the more responsible positions. A rapidly expanding area, it offers opportunities for those who by choice or necessity become mobile. Identified as a major problem was the unwillingness of young persons to start at the bottom and work up through the ranks.

Tailoring is rapidly becoming a lost art because of the shortage of new people entering this field. There is no really applicable training given in the schools; even home economics is of little value as the greatest demand is for male tailors capable of fitting suits. At present, tailors are suffering from a public image which has not modernized as their working conditions have and a low pay scale, which is improving somewhat. Presently the only way to become a tailor is to start at the bottom of a department and gradually work up to a supervisory position.

Reactions to the panel: The public high schools cannot train persons for specific and limited occupations as each industry we talked with had its individual qualifications for similar positions. The lack of qualified, licensed instructors and lack of a continuing demand for substantial numbers of such trainees further prohibit such an attempt. The hotel-motel industry provides opportunity for further training to those who wish it; possibly the garment industry might join in promoting a training program for tailors through the auspices of a large clothing manufacturer. As counselors, we would define our role as informing ourselves and then our students and their families of the employee needs of business and industry and the training opportunities which are available.

Agriculture Occupations

Panel Members: Mr. Dwight Miller, County Agricultural Agent; Mr. Charles Winter, personnel of Oliver Corporation.

Opportunities in farming are rapidly declining as it becomes a specialized, large-scale operation. Entrance into this field requires financial backing to make the necessary high investment and available land. Related fields are expanding--such as farm buildings production, feed-seed-chemical sales, grain elevators, nurserymen; however, these fields usually necessitate expansion out of the local area in order to obtain a worthwhile volume of business.

Oliver Corporation in South Bend employs 900 workers, two-thirds of whom are in the shop. Because their operation does not lend itself to automation, they employ non- and semi-skilled workers. Qualifications for these positions include manual dexterity, high school machine shop, welding experience, and ability to read a

blueprint. Although only about 20 persons per year are hired, they have plans to start an apprenticeship program and will also depend on I.V. Tech to meet their needs for skilled tradesmen. Highly motivated persons who seek extra training through Manpower or the I. U. Extension have excellent opportunity for advancement as they promote from within.

Reactions to the panel: Since only a very small percentage of our students will consider the agricultural area, the most valuable focus of presentation would be on alternatives for the young person from a farm background who is seeking related non-farm employment.

Distributive Occupations

Panel Members: Moderator: Mr. John Kagel, director of Retail Merchants Association, South Bend-Mishawaka Area Chamber of Commerce; Retail Sales: Mr. Albert Garnitz, secretary of Robertson's; Mr. Martin Tarnow, proprietor of Martin's Supermarket; Wholesale: Mr. Howard Goodhew, owner of Ridge Company; Mr. Ben Schwartz, Redi-Froze; Service: Mr. John Frick, owner of Frick Electric; Mr. Don Singer, owner of Singer General Tires.

Distribution is the largest employer of people in our area with 462 firms employing 5000 persons in wholesaling and 1500 firms employing 13,229 persons in retailing.

At Singer General Tire Company college men have proven unsuccessful because it is a basic, dirty business. They prefer high school graduates with a background in mechanics, shop, sales, business math, bookkeeping and business law. Irresponsibility among young employees was identified as a problem. Advantages of such employment include: remaining in the home community, no lay-offs or shut-downs, and steady income. Although there would be few continual openings, at present most of the staff are in their late 50's and early 60's and youngsters are needed in sales, re-capping, bookkeeping, and manager positions.

Robertson's is the dominant store in the area in retailing. Advantages of the department store employment are a 52-week payroll with few lay-offs, constant variety, and unlimited opportunity for women. Disadvantages of retailing are lower starting pay for executives, necessity of adjusting to constant change, and long hours for executives during the height of the seasons. A college education is necessary for executive positions with a creative, liberal arts person desired. The industry provides many training sessions, but retailing is an art--not a science. An abundance of non-college jobs also exist for persons with varying backgrounds and interests: display people (art, drama, English); commercial artists (same plus history); secretaries (business skills plus good English and spelling); bookkeepers (same); cooks, dieticians (home economics); TV repairmen (electricity, basic math); salespeople (math, English, extroverts).

Martin's Supermarkets provide part-time employment opportunities for high school students as well as the chance for rapid advancement

into management positions. The majority of positions can be handled by either men or women with women becoming more prevalent each year as the young men enter armed service. Positions include: carry-out boys, clerks, wrappers, cashiers, delicatessen employees, meat cutters, managers for the various departments, and a store manager. Valuable background for these jobs includes speech and basic mathematics. Working conditions in supermarkets are excellent with steady employment, over-time pay, insurance, profit-sharing, and other benefits. Identified as a problem was the failure of students to understand the private enterprise system.

The most important entry requirements for employment by the Ridge Company are English, math, and shop training. Available positions include machine shop, office, stock record keeping, sales, credit management, branch management. Course work at the I.U. Extension is encouraged. At present the company is limited in its plant expansion due to a lack of workers (150 employed) and the limits of their abilities.

Redi-Froz employs 200 workers of whom only two are college graduates. Requirements are a high school education, basic math, spelling, and industry. Among positions available are general office help, accountant, cashier, key punch, mechanics, dock men, delivery men, and salesmen. There is opportunity for promotion through the ranks.

While they also need office, administrative, and sales personnel, the critical lack at Frick Electric is for TV and appliance repairmen. There are positions available for those with varying degrees of training; however, a science orientation and some physical strength are needed. High school shop training is also very valuable. The job opportunities are unlimited due to the demand. Working conditions are generally good.

Reactions to the panel: In small business job security is limited only by the ability of the individual to produce and move up the ladder. A job description sheet giving entrance requirements, salary, advancement opportunities, etc., was requested of each employer so that counselors could be kept up-to-date on the distribution area. More effort on these employers' parts to recruit students as the colleges have done would aid in their obtaining the calibre and quantity of students desired. The contributions of the DCE program along these lines should be noted. The personal vitality and first-hand knowledge of these men who had successfully faced the challenge of private enterprise made this a most stimulating and worthwhile session.

<u>Industrial Occupations</u>

Panel Members: Moderator: Lewis Powell, supervisor of adult education; Mr. Keith Carmichael, personnel of Cummins Engine; Mr. Ronald Newcomer, vice-president of South Bend Tool and Die; Mr. Phillip Hall, secretary of Sibley Foundry; Mr. Neil Silver, vice-president of Allied Screw Products; Mr. Arthur Harker, Bureau of Apprenticeship Training, Department of Labor.

Identified as major problems for Cummins were the bad foundry image, which reflects conditions prior to a major change in foundry technology and an attempt to improve working conditions, and the unsupplied demand for men who meet the industry's needs. At present they are usually successful in attracting workers on the professional level and the unskilled level but find it difficult to hire semi-skilled and skilled technicians. Job needs include quality control testers, laboratory control and analysis technicians, machine repairmen, and millwrights. For ambitious high school graduates and those with one or two years of college, on-the-job training is available. It was noted that the American Foundry Association offers a seminar yearly for vocational education teachers.

Sibley has both a foundry and a machine shop. Job opportunities include maintenance, laboratory technicians, male clerical help, and machine tool operators. They find the young employees are too interested in money and fast advancement when they do not have the training to warrant such promotion. Most of their foremen come from the shops and must be sent to training classes if they do not have a high school education, so they prefer to hire graduates. Young workers also lack motivation and are unable to assume responsibility. Necessary educational background includes: blueprint reading, machine and electrical experience including repairwork, several math courses, and a course in labor-management relations.

Tool and die making is thought of at South Bend Tool and Die as the basis of mass production: it begins the total process and determines the quality of the end product. There is a present and increasing need for tool and die men. This company has imported 15 men this year from Scotland and could use 50 more with the proper training. This training is received through an apprenticeship program such as the one at Cline School with 8000 job hours and 600 class hours which last 3½ years and which they consider to be comparable to a college degree. The applicant must be a high school graduate with a machine shop background and able to pass the entrance tests. According to union rules, they may employ only one apprentice for each three journeymen for the first 100 and one for eight journeymen after that. Presently they have twelve apprentices and graduate three per year. It was admitted that the industry had failed to inform the public of what it has to offer and that this will be necessary to attract the ability level student desired.

Allied Screw Products was identified as a screw machine shop that is branching into specialized quality screw production. Opportunities are unlimited; they desire young people who will start as machinists and work up to supervisory positions. At present they have both DCE and an apprenticeship program. Their representative expressed extreme dissatisfaction with the calibre of students they have been getting, placing the blame on the school curriculum. Cited as particularly weak areas were English, public speaking, mathematics, elementary chemistry, and too few with machine shop background.

Allied will motivate the young person if the schools have taught him to think.

The final presentation centered on Title 29, Non-Discrimination in apprenticeship Training. Companies must agree to its stipulations to be registered with the government. The selection criteria include: aged 18-36, high school graduate, able to pass entrance tests, interviewed and rated on a minimum of 75% objective factors. Applicants must then be taken in order according to rank. These records must be kept for two years in case a complaint should be filed.

Reactions to the panel: The company representatives cited Title 29 as an example of the red tape which discourages industries from having apprenticeship programs. Further out-dated union restrictions severely limiting the number of new apprentices at a time when increasingly the jobs available demand trained personnel were called to the counselors' attention. The counselors expressed their concern that each company desired to hire primarily a limited group; namely, those with college ability who do not actually enter college. Many students do not have this level of ability. Counselors recognized a need to better acquaint students with the basic education required for jobs in this area. The industrial occupations must also publicize the opportunities available for young people and give students the chance to witness for themselves the contrast between entry level jobs and those requiring training.

Health Occupations

Panel Members: Moderator: Miss Dorothy Bupp, coordinator of the South Bend School Corporation Practical Nursing Program; Mr. Richard Trenckner, administrator at Memorial Hospital; Miss Carol Goodhew, bacteriologist at South Bend Medical Foundation; Mr. Gene Glod, representing Mrs. Charles Guy, a Certified Dental Assistant.

At a recent meeting nurses had agreed they must get out into the schools and inform counselors of the entrance requirements for the some 200 health occupations. This panel was certainly an excellent means of beginning that task.

At present hospital personnel are primarily women, but an attempt to recruit men is being made. About 2½ staff members per patient are necessary with two-thirds of these workers untrained prior to employment and one-third professionals. There are many positions for the unskilledperson in such departments as housekeeping, clerical, maintenance, and dietary and opportunity to advance to a position as assistant to a professional. The employment outlook is excellent with rapid growth and complete mobility. At the lower levels pay is better than in many other areas with other benefits including excellent fafacilities and high morale as people feel pride in working to help others. Although on-the-job training is given, background in home economics, mathematics, or industrial arts would be very useful.

The South Bend Medical Foundation operates a main laboratory and five in the hospitals which prevents duplication of expensive equipment and enables them to employ specialists. While they need technologists with college training, there is also a demand for technicians. Technicians are high school graduates who receive on-the-job training. Qualifications include good disposition, sympathetic, responsible, math ability, and enjoy science (especially chemistry). Advancement is limited only by the person's ability to learn and retain. As with hospital positions, there is an increasing need, and the job offers benefits such as mobility and pride in one's work.

Positions as dental assistants at present are available only to girls with qualifications such as pleasant personality, well groomed, able to cope with patients even in severe cases, good communicative skills, math and science background. This is a position requiring training and certification, since the dental assistant performs such tasks as secretarial work, preparation of instruments and development of X-rays.

The demand for nurses' aides, licensed practical nurses, and registered nurses has rapidly increased since Medicare began in the local hospitals and nursing homes. Increasingly, males are entering the profession as orderlies and nurses. The nurses' aide and orderly give nursing aid to non-critical patients. Qualifications include: able to get along with people, responsible, able to accept constructive criticism, flexible. Advancement is available through on-the-job training. LPN's are trained locally through the Adult Education Program. Requirements are a high school diploma or G.E.D. certificate, ages 17-50, male or female, and a C or above average with a biology and math background preferred. The one year program consists of sixteen weeks of theory followed by 32 weeks of practical experience. About one-third of this group are former nurses' aides. Advancement beyond this point is very limited.

Reactions to the panel: It was pointed out that students should enter only hospital affiliated programs, not correspondence schools, for nursing. To be licensed in this state the school must be accredited by the Indiana State Board of Nursing Education. This panel was highly communicative and aware of the school's function and problems in preparing youth for employment as well as their own role. The counselors were particularly happy to find them willing to train reliable persons with weak academic aptitude to do "honest and honorable" work. Considerable occupational information is available for this area.

<u>Building Trade Occupations</u>

Panel Members: Moderator: Mr. Joseph Fritsch-Executive Director, Better Plumbing-Heating-Cooling Council of St. Joseph Valley. Union Representatives: Mr. Karl Jorgensen-Bricklayers; Mr. George Elrod-Carpenters; Mr. Oscar Martin-Electricians; Mr. Kenneth Vahl-Painters; Mr. William Farley-Plumbers; Mr. Ervin Grewe-Sheetmetal workers; Mr. Ferrell Johnson-Plasterers and Cement Masons. Management: Mr. Don Hickey,-General Contractor,

Carpenters; Mr. Andrew Troeger-Sheetmetal workers; Mr. Ed Daszynski-Plasterers.

In the jointly administrated building trades program any young man has the opportunity to eventually become a manager-owner. As a result of the long apprenticeship program, he feels great pride in his craftsmanship. However, at present, only about 20% of the young men who take the entrance tests for these programs achieve the minimum score. Identified as a cause was a lack of physics and mathematics beyond general math.

Masonry is much the same today as it was in ancient times. Although the pay is high, a boy must be willing to work very hard for it. Application for the apprenticeship program is made through an employment agency or the union, and one must join the union to qualify. The boss must be able to read blueprints, but others need only to be able to read a rule. General math and mechanical drawing are basic to this three-quarter time trade.

The carpenters' union has adopted a nation-wide examination of their apprenticeship training program. Although it is supposedly at the tenth grade level, one-third of our local high school graduates taking it did not pass. Applications for this four-year program which requires a strong math background are open from January 1 to April 15 each year. The apprenticeship program is administered jointly by union and management who meet monthly to review the boys' progress.

Boys between 18 and 24 who wish to apprentice for the electrical trade should present their high school diploma, transcript, and birth certificate. They will then be required to pass an entrance test and a physical examination. For those in commercial and resident wiring, a math background and the ability to get along well with people are essential. As in all of the apprenticeship programs, there is a combination of academic classroom work and supervised on-the-job training. Wages are high with good working conditions including safety equipment.

Would-be painters should go to the union hall to apply for an apprenticeship. A high school diploma is required as well as passing scores on the aptitude tests. For this three-year program, only some knowledge of colors and color schemes is desired preparation. The employment outlook is good as is indicated by the fact that all six of the apprentices graduated in the last five years are now foremen. Working conditions are what the painter himself makes them.

The plumbers' union representative felt something was radically wrong with the school system, as only two of the last twelve applicants taking their apprenticeship examination had passed it. Although the other apprenticeship programs accept G.E.D. certificates, the plumbers will accept only a high school diploma. It is felt that the C average student is not good enough academically for their program for which four years of math are needed. This program has 175 classroom hours as compared to 144 for most of the others per

year, and they hope to expand to 216 hours soon. Applications are open from April 1 to May 30 each year.

The apprenticeship program for sheetmetal workers is very similar to the other programs. As in most of them, the apprentice starts at 50% journeyman's wages with regular increases until he finishes his program. Booklets are available from the various unions for many of these trades.

As buildings are made of new and different materials and with the recent increase in the use of cement, glass, and aluminum, it becomes increasingly necessary for the plasterer and cement mason to be able to read and follow directions. Mechanics and geometry are also needed. This is a trade open to many boys who have some difficulty academically but like to work with their hands. A high school diploma is not required as long as the applicant can pass the entrance exam. Applicants for this three-year program should call 288-5624 prior to August 8.

Reactions to the panel: From discussion it was learned that the building trades, with the exception of the plumbers, also felt the present apprentice-journeyman rate to be too restrictive. Also identified as a problem in recruiting young persons was the minimum age of 18, since most high school graduates are 17. They felt it was better for high school students to take such courses as physics and advanced math and fail them than to not take them at all. Boys who are drafted can re-enter the apprenticeship programs at the point they had reached and after a year on the job are eligible for deferrment. A lack of former communication between this group and counselors or other school representatives seemed evident and is undoubtedly partly responsible for the calibre of students who often just drift into these areas because they believe that not much education is needed. It was felt that more joint meetings were definitely indicated.

Business Occupations

Panel Members: Mrs. Jane Brune, personnel department of Associates Corporate Services Company; Mr. Philip Ashton, personnel department of Associates,

There are some forty entrance positions at Associates available to persons with a high school diploma or G.E.D. certificate, although only a few of these are open each June when they have some 600 applicants. A general education background with stress on English, basic math and business courses is recommended. On-th-job training is done, and additional education if acquired with proper authorization can be 85 to 100% reimbursed. Beginning at grade one in the bottom position of mail clerk, there are twelve job levels based on the amount of training, experience, and responsibility required. Salary is based upon the grade 1-12 in which the particular job is located. Applicants are tested and then interviewed both by the personnel department and the supervisor who has an opening. The employment outlook is consistent and stable with advancement possible but difficult. Earning potential is based on the person's ability and desire; working conditions are excellent with several fringe benefits.

Reactions to the panel: Although the schools probably do one of their best jobs in preparing graduates skilled in the business areas, improvements could be made if a regularly up-dated descriptions of job opportunities and needs were available. Better preparation for job interviews also seems indicated. As representative of large-scale employers, Associates presents very favorable working conditions. It would seem wise on future panels to include one or two smaller employers of office workers.

Vocational Counseling for Dropouts

Panel Members: Moderator: Mr. Lewis Powell, Cline Adult Evening School; Mr. Frank Rosenbaum, director of training at Associates; Mr. Lyle Schmidt, personnel director at Memorial Hospital; Mr. Neal Silver, vice-president of Allied Screw Products; Mr. John Kagel, Chamber of Commerce.

Among the programs at a recent National Association for Training and Development Convention was one by the Chase National Bank of New York on how to control drop-outs. Their program which has been carried on successfully for the past four years is based on four principles: developing responsibility, providing meaningful work experience, earning money, and preparing for a career. However, the speaker expressed doubt that such a program would work in the South Bend Community because no single industry could afford to operate it and none would be willing to spare a man full-time to coordinate it.

Although Associates has no openings for drop-outs, Memorial and a majority of the over 7000 hospitals in the country do offer opportunities for drop-outs. Of 700 employees at Memorial, 325 are non-graduates. They have found dropouts to be successful workers in five major areas: housekeeping and laundry, dietary, nurses' aides, orderlies, and maintenance. The drop-outs 35 and older are generally better workers, as the young drop-outs lack responsibility in carrying out work assignments and are not regular in attendance. Qualifications include good personal hygiene, enough intelligence to be trainable, able to read and write in order to follow written instructions, dependable, excellent attendance, desire to succeed. In hiring young non-graduates one of the most important questions is <u>why</u> they dropped out.

The next speaker felt that counselors were not making proper use of local resources--that they were causing facilities such as the Child Guidance Center to be swamped with unnecessary cases who simply need reassurance. The school is also failing to make good citizens, whether drop-outs or not. As counselors our role was identified as recognizing job and earning potential limitations for individual students and making them aware of these limits. Allied Screw Products is willing to train those who are bright or average, motivated, and have mechanical ability. The pay scale is below the market price until the individual has proved he can do the job. Because the schools have failed in the past, we must now plan a reclamation program in which industries will work with us because they must to survive. The schools and industry in this community must cooperate to achieve success.

The old saying, "You can lead a horse to water, but you can't make him drink," is true of drop-outs too was the next speaker's reply. The prime responsibility is the parents; however, if they fail, the schools and industry must accept the challenge. The major problem is one of a lack of motivation resulting from a national loss of goals individually and as family units. Potential drop-outs should be encouraged to stay in school at least long enough to concentrate in one work-oriented area. Among jobs available are sales, stock clerks, TV repairmen, plumbers, electricians, cooks and kitchen help, cashiers, and meatcutters. Again the need to cooperate was stressed due to the danger involved in importing foreign employees in our high economy.

Reaction to the panel: Several problems involving the present programs aimed at preventing and aiding drop-outs were mentioned including: the need for more central coordination of these programs, the rejection of these youth because they have traits repulsive to the adult economic world, the economic system's tendency to teach young people to be consumers and not producers, the failure to teach conversational English and working math rather than the "purist" forms, failure to identify and being reclamation attempts early. The school has been expected to assume what is essentially society's burden. Disappointment in the fact that the entrance requirements for the new Indiana Vocational Technical College will automatically eliminate these youth who perhaps are most in need of such training was expressed. Although opportunities for employment exist, there is little chance for advancement. While much has been done in terms of identifying the drop-out problem, there is little in the way of a solution.

Vocational Counseling for Minority Groups

Panel Members: Mr. Joe Callahan, CENTRO; Mr. Henry Currey, Urban League; Mr. Ernie Kovatch, director of STEP; Mr. Nelson Cummings, program planner for Community Action of ACTION, Inc.

Disadvantaged youth, a majority of whom are members of minority groups, need more than the usual amount of counseling and guidance. These youths lack training, and many training programs are not open to them. They lack basic knowledge in terms of procudures for obtaining jobs. They also lack confidence in themselves and are afraid of discrimination and all-white situations. The weak male figure produces poor attitudes toward family make-up on the part of the girls. Although business and industry increasingly wish to hire minority group members, they demand applicants so qualified they "can't miss." With Negro unemployment generally twice as high as white unemployment, we, as counselors and members of society, annot listen without comment to such stereotyping as "minority groups lack ability and desire." We cannot condone discrimination.

The schools must be more realistic in terms of the number going on to college and the number who will graduate in planning the high school curriculum. More resources must be devoted to vocational guidance and the vocational program so that facilities can be improved, availability of jobs determined, and cooperation of potential employers gained. Suggestions of what can be done include: tailor-made

programs, field trips, talks by employers, increased vocational information in the communications media. Counselors cannot assume that all jobs are open to minority groups. Printed material showing the fields in which Negroes are now working would be helpful in inforing students of realistic occupational choices.

Because most counselors are white, there is often a communications problem that makes it more difficult to establish a relationship with minority group members. Instead of overselling, counselors must communicate just as with white youth. Once a counselor has been accepted by one or two youths as an "all right" person, he will be accepted by the group. The Urban League staff is available to work with counselors at their request.

Because of the language and culture barriers, it is difficult for Mexican-Americans to assimilate into local employment. Employers have found them very willing to work and interested in learning. The need to help these minority group members assimilate will continue to increase as automation eliminate field work opportunities.

Reactions to the panel: It was clear that too often group attitudes are used rather than individuals being dealt with as individuals. The counselors might utilize community resources to greater advantage than has been done in the past and strive for greater sensitivity and awareness in establishing relationships with minority group youth.

III. AFTERNOON SESSIONS

The highlight of the last two weeks of the Seminar was the small group tours of twenty-one different places of business. There was a wide range from small one-man or one-helper operations to the large several thousand employee type of operation. There was also a wide range financially, from the small investment of perhaps, a few thousand dollars to the multi-million dollar operation.

The tours took place each afternoon for two weeks. In the information following, the place of business is listed first, then the person to contact for further information concerning that particular business, the address of the business, and a very brief report of each tour.

Albert's Sales and Service - Dick Albert, 60885 U. S. 31

This combination implement store, hardware store, and garage is operated by one man, owner-Dick Albert. He does hire from three to four part-time young people. On-the-job experience and a lot of courage is needed by the individual entrepreneur. A fact that should be brought to the attention of students by the counselor is the high mortality rate of a business this small.

Allied Screw Products - Neal Silvers, 800 Edgar, Mishawaka, Indiana

This is a job shop that specializes in custom screw products, such as

geometric configurations of close tolerance. A good basic education is needed for entrance into this field, the salient quality being the ability to think through problems. The employment picture is very good in this area.

Associates Investment Company - Phil Ashton, 1700 Mishawaka Avenue

This highly diversified financial company employes many young high school graduates. Examples of entry jobs include mailroom clerks, clerical, filing, and typing. There was evidence on the tour of much on-th-job training. Complete information may be obtained from Mr. Ashton. To quote from an Associates' information booklet,"....men and women who plan to rise among the 7,000 employees that operate the continent-spanning Associates organization.... work and learn at Associates." There are 1,400 men and women working in the home office building of Associates.

Cummins Engine - Keith Carmichael, 1100 Prairie Avenue

This foundry employes about 800 people and expects to grow a great deal in the near future. Most employees are unskilled; however, there are opportunities for the technically trained and the college trained. The greatest demand is for the technician in the areas of quality control, laboratory control, and analysis.

Dr. Lindborg - 801 North Michigan Street

This type of operation offers jobs for the high school graduate with a business or clerical education. Many dental assistants begin before their graduation under the Cooperative Education Program. All students interviewed expressed interest and satisfaction in their work. Personal appearance is an important factor.

First Bank and Trust Company - Dean Jones, 133 South Main Street

Many opportunities for entry jobs were explained to the seminar participants. The world of banking conducts its own schools for instructing their personnel. Occupations vary from clerical to personnel to their travel agency. Thus, the First Bank offers in-service training for possible up-grading of one's position.

Frick Electric - John Frick, 1901 Miami

This is a retail company that is engaged in the sale and service of electrical appliances, televisions and other electrical needs of the public. There are opportunities for the graduate with some further technical training or a person with sales ability.

Martin's Supermarket - Martin Tarnow, 1302 Elwood

There are very good entry job opportunities in this branch of retail business. Particularly at Martin's, it was pointed out that all supervisory personnel have come from within. The range of jobs rise from Courtesy boys (sack boys, carry-out boys), to store manager, with a beginning wage of $1.60 an hour to between $8,000-$15,000 and over annually. Management personnel in the supermarket field have earning power comparable to most of the professions. A high school diploma is not necessarily essential for an entry job, but it

would be an asset for the person who wants to advance. Practically all the positions in a super market can be handled by either women or men. The working conditions in a super market are as good or better than many other comparable industries.

Memorial Hospital - Dorothy Bupp, R.N., 615 North Michigan Street

Professionally or technically trained people are usually thought to be the only ones employed by hospitals. It was shown not to be true. It was pointed out that the ratio of two unskilled or semiskilled persons to one professionally or technically trained person actually is the true picture. There is a need for persons in the housekeeping department, which include jobs such as maids, porters; the laundry department; food preparation; clerical jobs; and building maintainance. All of these are considered non-technical with a pay scale ranging from $250-$500 per month.

Notre Dame Construction Site-Convocation Center

This tour was conducted by Peter Schumacher of Schumacher Construction Company. He was assisted by the representatives of the union building trades, eight men, who earlier in the day had participated in a panel discussion for the workshop. This tour was considered as one of the most informative of the entire workshop. One aspect, thought to be of greatest practical value was the opportunity to observe such a wide variety of jobs on-the-spot and to experience at first hand, the actual working conditions. It was thought this would be a good tour to take boys on as soon as school starts. It was quite obvious that the craftsman must possess a great deal of skill and knowledge to perform his job.

Oliver Corporation - Charles Winters, 533 Chapin Street

An informative and comprehensive tour. Many entry job opportunities, most of which require some skill, but not always further technical training. A high school graduate with some mechanical dexterity would be able to earn between $3 - $4 an hour.

Randall's Inn - Jim Varga, 130 Dixie Way, South

Many unskilled and semi-skilled workers can be employed in this business. A motel of this size employs about one hundred people during the summer season, and about seventy during the winter season. Entry jobs include: kitchen helpers, dining room helpers, bellhops, waitresses, maids, and maintainance workers. There are many management opportunities for women in the motel as well as hotel business.

Redi-Froz - Ben Swartz, 2107 Western Avenue

This company employs mostly unskilled workers that are trained on the job. A basic education is the best asset for the employee who wishes to advance to a supervisory position. Of the 200 employees, only two are college graduates. The entire operation of distributing frozen food was presented in this comprehensive and worthwhile tour.

Ridge Company - Howard Goodhew, 315 West Jefferson Blvd.

This is one of the wholesale companies that keep the stock and act as suppliers for home appliances, T.V.'s, repair parts, and automotive parts for the various retailers in this area. Some skill and a good basic education are the entry job requirements.

Robertson's Department Store - Albert Garnitz & Floyd Hugus, 211 S. Michigan St.

This is one of the largest retail stores in this area. Robertson's employ between 600-1,000 people. They employ many unskilled people in the fifty different job classifications. Forty percent of the employees are salespeople with the remaining sixty percent working behind the scenes. These jobs include: sales, kitchen workers, waitresses, clerical, appliance repairmen, bookkeepers, display people, tailors, alteration people, bakers, and secretarial workers. Robertson's also conduct in-service classes to further train their sales people.

Sibley Foundry - Phil Hall, 206 E. Tutt Street

Sibley employs about 400 people. There are about 300 in the foundry and 100 in the machine shop. Entry jobs are mainly in the foundry, due to the necessity of additional machinist training to comply with the requirements of the machine shop. The clerical positions are open to male business students and male high school graduates.

Singer General Tire - Don Singer, 312 North Lafayette Blvd.

Other than selling almost every type of tire generally, the heart of the business is to service the tires sold in a large volume to various companies that depend on transportation as vital to their operation. This includes trucking firms, dairies, and taxi firms. Singer has facilities to recap and repair any size tire in the automotive field. Mr. Singer has built this small business up from the ground floor by training many second generation boys, whose fathers perhaps had little formal education, but a willingness to work hard and learn the business thoroughly. The different jobs include: salesmen, bookkeeper, office manager, recap specialist, repair specialist, and tire changers. The job opportunities are somewhat limited due to the size of the business.

South Bend Medical Foundation - Carol Goodhew, 531 North Main Street

There is much automation here. The difference was shown between the medical technologist and the medical technician. The medical technologist requires a college degree, while the medical technician can be trained on the job after receiving a good basic high school education with a special interest or aptitude in science.

South Bend Tool and Die - Ronald Newcomer, 1916 South Main Street

An excellent tour which left most of the counselors with the impression that tool and die shops need highly skilled workers. An added gift of creative ability would be a distinct asset. Nearly all of the employees are graduates of the apprenticeship program or are undergoing training at this time. Excellent working conditions were very much in evidence. A high school graduate

with above average ability and a good background of high school machine shop training could qualify for a well paying job in this industry.

Wyatt Grain Elevator - Joe Kinsel, Wyatt, Indiana

Job opportunities are very limited in this area. An interest in farming as well as a farm background would be the main requirements.

Young's Nursery - Jim Young, 19124 Darden Road

This is a small business that has limited job opportunities. Ownership can be profitable in this type of business, but a high degree of risk exists. An agricultural background, as well as interest and training in art and drafting could be valuable assets.

IV. CONCLUSIONS, SUGGESTIONS, AND RECOMMENDATIONS

The following section is a result of a "brainstorming" session the final morning of the workshop and of the workshop evaluation each counselor wrote. Although not all members of the group would be in accord with all of these statements, in general they reflect the attitude and aspirations of the group. The basic premise underlying the ideas presented is that as counselors we must cooperate with other involved persons to take specific steps to improve the vocational outlook for the non-college bound youth of the South Bend community. In doing so we would hope to serve as a model for those in other communities who are concerned about the future of our youth and of our nation.

This section of the report is divided into three phases:

1) Conclusions

2) Suggestions for future workshops

3) Recommendations for implementing a meaningful Vocational Guidance Program

Conclusions

1. One of the most valuable aspects of the workshop, aside from the information gained, was the opportunity to make contacts with persons from business, industry, and the trades who represent so much potential value in presenting a realistic work picture to students.

2. Tours provided a feel for environmental conditions and worker personalities which would be highly beneficial for students. They make clearer the fact that occupational choice actually means a choice of a way of life--environmental, social, economic, recreational, active or meditative, and a choice of relating to things, thoughts, people, or machinery.

3. The use of specialists in the field of vocations as speakers during the workshop provided the counselors with new research, fresh outlooks, and renewed the desire to do a better job.

4. The interaction following morning panel discussions was most helpful in the improvement of communication between counselors and businessmen.

5. The workshop was extremely well organized and executed.

Suggestions for Future Workshops

1. Job openings and hiring trends as viewed through the Indiana Employment Security Division should be presented in a future workshop. Also, efforts should be made to increase cooperation with the employment service in the placement of the immediately employable high school graduate and the drop-out as well.

2. In future tours, less time should be devoted to businesses where few employment opportunities are available.

3. Workshop participants should include high school vocational education teachers and school principals. The involvement of both groups is essential in the development of a meaningful vocational guidance program.

4. In future workshops, greater effort should be made to increase the panelists awareness of the purpose of the program as well as the role they are to play.

5. Greater involvement of youth in group sessions regarding vocational choice would be of benefit to workshop participants. The youth have certain insights and concerns that only they can express.

6. Better evaluation could have been made by workshop participants if evaluation forms would have been distributed at the beginning of the workshop instead of at the end.

7. Time should be allowed each day for a discussion of the previous days tour.

8. More time was needed at the conclusion of the workshop to draw together participants thoughts into a cohesive whole and to formulate plans for the coming year.

Recommendations for Implementing a Meaningful Vocational Guidance Program

Numerous specific recommendations for program improvement were suggested. These recommendations have been categorized in the following ares:

1. Community Resource Panel

A panel of resource specialists should be developed. The

panel should be made up of business and industry leaders who are knowledgable about the local, state, and national work force and job trends, and of vocational educators, school administrators, and school counselors who have a real desire to improve vocational counseling, particularly for the non-college bound student. This panel should meet regularly.

A. to discuss current labor market trends,
B. to develop means of bridging the gap between business and industry and the schools,
C. to develop a continuous, long range program to elevate the public image of the value of trade and technical education in our current technological society.
D. to develop informational programs, seminars and workshops for counselors, students, and parents,
E. to plan means of collecting, organizing, and disseminating vocational information to students, parents, school staff and the general public. The development of films, film strips, tapes, and brochures on local career opportunities would be one way of accomplishing this. Radio and T.V. programs and newspaper articles would be other means.

2. Continuous Vocational Guidance Programming

The type of experiences gained during the three week workshop should be of a continuous nature. Periodic half-day workshops should be conducted throughout the school year to up-date counselors and maintain open lines of communication with the business and industrial community. The workshop participants should, in turn, assume responsibility for keeping the rest of the school staff alert to work force changes, and to the need for proper vocational guidance.

Each workshop participant should keep a record of the vocational programs he attempts during the coming year. Each program should be evaluated and the results shared with the total guidance staff.

3. Work Experience for Counselors

A program of summer work experiences for counselors is strongly urged. Many counsleors are limited in the experiences in the work world outside of academic field. It would be of great value to counselors to be exposed to an organized summer work experience program This is not just a summer of manual labor but a planned work experience in an occupational area. The Akron Plan in Akron, Ohio is an example of one program which has been successful.

4. Counselor Role

The role of the school counselor needs to be more clearly defined. What is expected of the counselor by the student, by the school administration, by parents, and by business and industrial personnel, and by society in general are in conflict many times. Society demands that emphasis be placed upon the academically able college bound student, business and industrial personnel many times expect the counselor to be a salesman for their particular occupational area, school administrators at times get overly concerned with those functions which make the school run more smoothly. Each group calling upon the services of a counselor, then places his need at the top of the priority list and with the counselor's primary concern that of the student, role conflicts develop.

In addition to more clearly defining the counselor role, serious study needs to be given to the possible use of non-professional counselor aides in the carrying out of clerical and routine guidance activities which do not require the skills of a professional counselor.

Serious study also needs to be given to the utilization of counselors during the summer. This is a time when undivided attention could be given to the primary task of counselors, that of helping individuals plan educational, vocational, and life goals.

5. Work Orientation for Potential Dropouts

A special work orientation program is needed to familiarize potential dropouts with the real demands of the work world. This could be done on a one to one basis or on a small group basis. Counselors could provide general employment information, job requirements and educational requirements. Business and Industries could provide help by taking small groups of potential dropouts through the application procedure, on plant tours pointing out the lack of flexibility a person has without an education.

6. Working Relationships

Closer working relationships need to be established between the counseling staff and the teaching staff, particularly in the vocational areas, in order to help students more clearly see the relationship between subject matter and the world of work.

This matter is one of great concern to the non-college bound student. College bound students many times are stimulated to do well in their course work because they know this is necessary for college entrance. For the immediately employable student, goals must be more immediate. Goals must be more practical than education for education sake. To do well in school, then, the non-college bound student must see the practicality of course work. It must have some relationship to his work goals if it is to have meaning to him. Therefore, efforts need to be made to be made to relate school work to the work world for

the non-college bound student. This is currently being accomplished to some degree through cooperative education programs but this program reaches only a small percentage of the immediately employable students.

Further, cooperative education coordinators should make available to counselors lists of job training stations and the requirements necessary for the various job areas.

7. Coordination of Vocational Guidance Activities

To adequately carry out the recommendations of the seminar and to develop a meaningful vocational guidance program in the South Bend area schools, it is recommended that a person be designated to coordinate the vocational guidance activities, to help develop vocational guidance programs, to develop vocational guidance materials such as films, brochures, slides, and other audio-visual materials, and to serve as a liaison between business, industry and the schools.

Summary

The vocational guidance workshop provided a mutually beneficial experience, with business and industry personnel gaining a new perception of guidance and guidance personnel broadening their concept of the business world. The working relationships established during this workshop among the counselors themselves and with the businessmen must be maintained and expanded to include similar relationships with administrators, parents, teachers, and students. Cooperative use of resources, personal application in daily work, and committee work to promote a continued exchange of ideas and experiences are called for to make the outcome of the workshop as rewarding and enriching as was the workshop itself

APPENDIX

SOUTH BEND COMMUNITY SCHOOL CORPORATION
Guidance Department

Vocational Guidance Workshop Participants

Name	Position	Address
Bob Allison	Counselor Riley High School	519-13th Street Mishawaka, Indiana
Don Baldridge	Teacher-Coordinator Distributive Education Dept.	941 South 23rd Street South Bend, Indiana
Alex Benko	Counselor Adams High School	2805 Cottonwood Lane South Bend, Indiana
Archie Bradford	Counselor Franklin Elementary School	1436 Woodcrest Drive South Bend, Indiana
Al Dalkowski	Counselor Mishawaka High School	419 South Pulaski South Bend, Indiana
Mrs. Anna Lou Houser	Teacher North Liberty Elem. School	28480 Pierce Road North Liberty, Indiana
Jim Dekker	Head Counselor North Liberty High School	Market Street North Liberty, Indiana
Mrs. Sue Dickey	Counselor Penn High School	56100 Bittersweet Road Mishawaka, Indiana
Sam Holmgren	Head Counselor Jackson High School	105 William North Liberty, Indiana
Miss Mary Karras	Counselor Warren School	52890 U. S. 31 South Bend, Indiana
Steve Kosana	Head Counselor LaSalle High School	1006 Rose Street South Bend, Indiana
Clyde Morningstar	Head Counselor Central High School	Route 2, Box 289A Edwardsburg, Michigan
Richard Morrison	Assistant Coordinator Pupil Personnel Dept.	21945 Roosevelt Road South Bend, Indiana
Jim Reinebold	Counselor Clay High School	17841 Ponader Drive South Bend, Indiana

Name	Position	Address
Mrs. Mary Sullivan	Counselor Washington High School	524 Chamberlin Drive South Bend, Indiana
Rex Thomas	Counselor New Carlisle High School	620 West Front Street New Carlisle, Indiana
Dick Hendricks	Counselor LaSalle High School	1201 Congress Avenue South Bend, Indiana
Jack Shively	Psychologist Health & Psychological Dept.	4921 Selkirk Drive South Bend, Indiana